

Coldspring-Oakhurst CISD Volunteer Program



Campus Volunteer Coordinators

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Grades PK-2

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Grades 6-8

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- <https://docs.google.com/forms/d/e/1FAIpQLScJfKEZKxspHfWOIAsE0j3rPmMYB0oWomEuetaoxsVcso8KVg/viewform>

Benefits realized by Students:

- ⇒ Improved grades
- ⇒ Fewer discipline referrals
- ⇒ Increased attendance
- ⇒ Better social skills
- ⇒ Increased self-esteem
- ⇒ Appreciation of education



Benefits realized by Mentors

- ⇒ Helping other succeed
- ⇒ Personal growth and awareness through insights gained from students
- ⇒ Shaping the future by inspiring a student
- ⇒ Increased meaningful involvement in your community



What is a Mentor?

A mentor is an adult who commits to volunteering in a minimum of 30-45 minutes a week and giving their undivided attention to one child in order to make a positive impact on a student's life.

The mentor may play several roles throughout the partnership. A mentor may serve as:

- ◆ Role Model
- ◆ Trusted Friend/Advocate
- ◆ Encourager/Goal-Setter
- ◆ Self-esteem Booster
- ◆ Teacher, Coach, and Active Listener

How are students selected for the program?

Any COCISD teacher can request a Mentor Referral. The campus uses this as a guide to select students they feel can benefit from having a mentor. Once a student is identified, the parent or guardian is contacted and informed that their child has the opportunity to participate in the Mentor Program. Permission to participate in the Mentor Program is sought from the parent or guardian. The student is then contacted and asked if he/she would like to be a part of this program. No student is required to participate.



Guidelines for Goal Setting

One of the most important ways that a mentor can assist the student is setting short and long-term goals. Here are several things to consider:

- ◇ Allow the student to choose their own goals. Help them decide which goals are short or long-term and which is realistic.
- ◇ Start with exploring long-term goals first, they need to be articulated before short-term goals can be explored. Help the student see the relationship between the two.
- ◇ Next establish the short-term goals. These will be the goals your student will work toward each week.
- ◇ Obtainable goals are specific and measurable. Some helpful goal types can be academic, personal, behavioral and attendance goals.
- ◇ Ask your student to write down their goals and identify which goals they will work toward reaching the following week. Come up with a plan to track their progress.
- ◇ Each week evaluate the student's success and efforts, focus on positive behavior and use problem-solving strategies when necessary.
- ◇ Reasons why a student might miss their goal; too difficult in time frame, student not committed, student fearful of achieving goal, lack of confidence.

As you look forward to the future, you may want to set goals for yourself. This worksheet is a way to organize your thinking about a particular goal you have.

Goal:

I will reach this goal on or before: _____

Road Blocks:

Solutions:

My plan of action:

Benefits to me:

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